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Scene on Campus, State University of Minnesota

A PUBLICATION OF THE COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

C U P A N E W S

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College and University Personnel Association

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FROM THE EDITOR'S CORNER . . .

Your Editor was truly gratified by the receipt of so many fine and encouraging letters after Volume 7, No. 1 of CUPA NEWS was distributed. One of them said, "It is good to be a part of such a fine organization." And no truer words were ever spoken! For an editorial undertaking of this kind depends wholly upon cooperation — and with real "CUPA spirit" you have all risen to the occasion with contributions for this issue and promises for the issues to come. What more could an Editor ask?

In 1956 CUPA will celebrate its Tenth Annual Conference at Cornell. We all know you have jotted the dates down on your calendar — August 5 to August 8 — and that you will not want to miss the sessions "Deed" Willers is planning for us, nor the personal associations the Conferences always bring. How many of you have attended all nine conferences to date?

- 1947 — Edgewater Beach Hotel, Chicago
- 1948 — Chase Hotel, St. Louis
- 1949 — University of Illinois, Urbana-Champaign
- 1950 — Indiana University
- 1951 — Pennsylvania State College
- 1952 — University of Minnesota
- 1953 — Michigan State College
- 1954 — University of California, Berkeley
- 1955 — State University of Iowa

Let us know if you can qualify as a "Tenth-Yearer" at Cornell.

May 1956 bring Health, Happiness, and Prosperity to you.

Kathryn G. Hansen

THE GROWTH OF PERSONNEL MANAGEMENT AS A PROFESSION

Wilbert E. Scheer

Personnel Director, Blue Cross—Blue Shield
Member, Office Management Association of Chicago

Personnel management is here to stay. Very few people will disagree with us on that point. But as to the purpose of personnel, and the place of personnel in our organizations . . . there apparently is some disagreement. Whatever the disagreement, it results from misunderstanding.

Some years back this newest member moved in on the management family. At that time, and since then, it received different degrees of welcome from other members of the family. For the most part this new addition, which gradually became known by the name of Personnel, was tolerated and accepted because it was too small to get into anybody's way.

But now it's growing up . . . and beginning to command attention. Some members of the family are accepting it as an equal, others still seem to look down upon it like a stepchild. What complicates matters further is that this youngster Personnel has a tendency to confound the others by its behavior. Sometimes it gets into trouble, at other times it actually shows signs of growing up.

Our question today is: what can Personnel do to gain the recognition it needs to develop properly, and how can Personnel conduct itself to earn its rightful place in the management family?

First, those of us who are involved must admit that a factual appraisal of our situation reveals we have not yet received the status we deserve. We can dream about equal status with other segments of management. We can draw ourselves high on the charts on our drawing board. We can theorize in the classroom. But the fact remains that in most companies Personnel has not yet been recognized for the contribution it can make.

And this is for only one reason: Personnel generally is not yet making the kind of contribution to general management which merits a place for it topside.

To illustrate the present picture may I tell you this story? It's safe enough here . . . since in this audience we're all of one management breed.

A sales manager (you all know the type) died and went to heaven. When he arrived at the Pearly Gates he shook hands with St. Peter very enthusiastically and, of course, began to talk.

"Where," he asked, "do all the good sales managers go?"

"Do you see that nice row of cottages just to the right of the Golden Stairs? Well, that's reserved for sales managers."

That was fine, thought the sales executive, a location right in

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front befitting their position.

"And where," he continued, "are some of the other company officials?"

"The controllers are in the row next to the sales managers. And behind them are the treasurers."

"Aha," he broke in, "glad to see that you recognize true executive rank."

St. Peter went on. "Works managers are in the row of cottages immediately to the left of the Golden Stairs. In the second row are the legal advisers, and behind them the advertising directors."

By this time the sales manager was really wearing his best look of satisfaction. Everybody was in prominent places . . . and properly so . . . but nowhere in this management row had the personnel or industrial relations social climbers been mentioned.

He wondered how heaven ranked them, so he asked:

"Oh, see that mountain away off in the distance . . . you can hardly see it."

"Yes," he said, after he finally sighted it. "What about it?"

"Well, at the foot of that distant hill is a row of cottages. Those are for personnel people," he was told.

That did it. And so he commended the divine planning by commenting, "and that's where you think personnel managers belong?"

"No . . . not exactly," said St. Peter. "It's just that personnel people were the only ones we could trust out of our sight."

So maybe we'll get our due someday in heaven, eh? But the immediate problem is what can we do in the meantime? If it's equal status we want, we won't get it by cutting the other fellow down to our size. Whenever we tear someone else down we admit that he is bigger than we are. Perhaps it would be better for us to grow up and gradually approach the bigness that the other fellow has already attained.

One way might be to grow up professionally.

The questions that were assigned to me in this conference are: (1) to what extent has personnel management emerged as a profession? and (2) what are the problems which must be overcome before the field is generally recognized as an established profession?

Now I won't pose as the expert; I'm just an ordinary man away from home . . . still an ordinary man. What I will try to do is raise a few questions to stimulate you to think about these matters. Between us we might arrive at some useful suggestions on how to proceed in the direction of doing the most good.

To examine the first question, about the present status of personnel, I will define briefly the components of established professions and then ask whether we, in our present state, are ready to compare ourselves with other professions.

In discussing the second question, that pertaining to the problems which confront us, I will review our present behavior to see whether we understand and appreciate our opportunities.

Then if you agree that growth is our province, I will ask each of you what you are doing to raise the level of personnel performance by telling you what I am attempting to do in my small way.

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The reason for rationalizing this way on the subject of professionalization is simply that I hope to go beyond the obvious day-to-day personnel duties and project our thinking to the challenge that lies beyond. If I am unable to accomplish this then you can rightfully claim that I have shortchanged you. However, if I get my point across, and cause you to think not about the tools of personnel but their significance, then I have helped you create the proper climate in which to better assimilate the technical discussions that are scheduled to follow. To put it another way, all I want to do is plow the ground; to permit the ideas to grow which subsequent speakers will plant.

So let's look at the established professions, such as medicine, law, and the ministry, to see what distinguishes them from other vocations. A quick analysis points up three distinct characteristics: (1) their qualifications, usually an isolated body of knowledge, (2) their progress or relentless drive for improvement, and (3) their standard of ethics, which motivates and guides them toward desired goals.

To qualify in other professions members must first meet definite academic requirements. No one is entitled to use "M.D." or "C.P.A." until he has completed prescribed courses of study and passed necessary examinations. A lawyer must first pass the bar before he can practice. This is certainly not the case in Personnel. Although there are many courses of study available to personnel administrators it is not necessary to complete even one of these in order to hold down a personnel job.

When your doctor leaves the company who would think of promoting his successor from the ranks? Yet this is often the way personnel vacancies are filled.

Possibly some of you may argue that it is preferable to advance in the personnel field by building on work experience rather than "book learning" . . . and in view of the many so-called successful people operating in the field of personnel we have to concede that this is a strong argument. Yet even in these situations there is nothing to prevent sincere personnel managers, who have come up through the ranks, from determining their understanding of this field by measuring their abilities against prevailing standards. The National Secretaries Association, for instance, has established the Certified Professional Secretaries program whereby secretaries, through a battery of proficiency examinations in six areas of secretarial work, may qualify for the coveted CPS certification. In other words, there is a difference between a secretary and a professional secretary. This is not true in Personnel.

Many people in management, including many personnel people themselves, somehow feel that personnel work does not call for any specialized training other than that which can be acquired as they go along. Yet . . . can anyone practice medicine or law . . . or teach?

Perhaps another notable feature of the established professions is their eternal struggle to keep abreast of the times. Truth does not change but the ways of propagating it certainly do. Outmoded teaching methods must be abandoned. In medical science the vast accumulation of knowledge is as nothing compared with what it will be ten

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years from now. Unfortunately in personnel work research is by no means as important as practice.

But a still more significant distinction between professional people and personnel administrators is something more vital than either of these other two factors. This is the standard of performance. In the conduct of their work true professional people are moved by a belief or a creed which goes beyond their day-to-day work, one which gives meaning to their actions. The clergy is the best example; theirs is a guiding philosophy which does not permit compromise. The medics have their Hippocratic oath which leads them to unbelievable heights of accomplishments. A good lawyer would much prefer to utilize his powers of persuasion to bring a broken family together than make an extra dollar handling a divorce case.

Before personnel administrators can even think of becoming professional they must develop a philosophy to guide them in all their actions. Too many personnel administrators are still concentrating on techniques, their goal being that of developing into master mechanics. On the road to professionalization a technique cannot be a destination in itself but merely a way of travel. A doctor does not practice medicine; he treats patients. A personnel administrator does not perform personnel duties; he deals with factors which affect not only a worker's living but also his life.

To answer the second question, that of facing up to the problems which confront us, we must first ask ourselves whether professionalization of the personnel activity is the solution to our problem of growing up. I seriously question whether the pattern of established professions is adaptable to the cause of personnel administration.

Let's look at the professions again. Here we find individuals who by their choice of lifetime work and their specialized training have set themselves apart from other workers in the community. Because of their practice they are different from others, better in their particular respect, and therefore to be looked up to. This is the attraction which appeals to the advocates of professionalization of the personnel activity. There is a serious danger for personnel people who follow this path to professionalization for it tends to isolate the personnel practitioner from the people he serves.

To be effective the personnel administrator must move more in the direction of generalization . . . toward a well-balanced personnel service which is integrated into every other aspect of management. He cannot serve the purpose of personnel by setting himself up as a professional specialist. Only by involving himself in everybody else's business can he hope to earn a place in the everyday councils of management where the hard decisions are made.

The one type of approach builds the individual who grows in stature by being different from those he serves. The other type of approach minimizes self as a separate entity and gets its strength from general integration. Both can, however, lead to professional stature.

At some time in his life every person makes a choice, deliberately or unconsciously, either to devote his life to worthwhile services for

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others or to concentrate on financial advancement. There is an all too common concept that if one happens to select general business as a career, he has made his decision in favor of the almighty dollar, whereas if he goes into professional fields he has decided in favor of society. While profit is essential to the continuity of a business concern, its primary objective is more fundamental and becomes the production and distribution of a product or service which the community needs and wants. The satisfactions of life in the fields of education, religion, and social services are quite obvious; but they're just as attainable, and just as real, in business. It all depends upon the individual and company attitude.

We in our Orientation sessions at Blue Cross assure new employees that we expect to pay them satisfactory wages for work performed. But at the same time we try to impress upon them that if that is all they expect from their association with us, if all they work for is their weekly paycheck, then that is all they will get. And they will be miserable indeed . . . for they will not be satisfying one of the basic needs of all of us workers, the sense of achievement, or the opportunity for some means of contributing to the world about us.

Some time in our business lives those of us in personnel work must make decisions too. If we go along thinking our most important job is doing our regular daily work, then we are no different from the production workers . . . and we too should be out on the line. We must believe that to qualify for top jobs we are expected to do more. We must decide whether we are content with our present status or whether we want to put in a little extra thought and effort in an endeavor to raise the level of personnel performance. This is a decision which no one else can make for us. Whether professionalization would accomplish these aims I'm not sure. The subject of professionalization was given to me to discuss, but that does not mean I am a proponent of the idea. At present I have no fixed notions either way.

I would be satisfied if we could just conduct ourselves professionally. If we did that then status would automatically follow although then it would cease to be an important issue.

Much more vital to the continued growth of personnel management is the development of a personnel philosophy. Possibly this is the forerunner of becoming professional. At any rate, my concern at the moment is not for status, but for recognizing our opportunity and fulfilling our responsibility. In this connection I have formulated a few ideas about the business of personnel which I would like to just "try on for size" on you today.

As I see it, personnel administration is a science that can be learned, an art that can be acquired, and a profession wherein stature can be attained.

Science is knowing how and what to do: the accumulated knowledge systematized and formulated. Art is the way the job is done: the application of natural talent. Profession is the manner of performance: conforming to ethical and moral standards of conduct.

He who masters the scientific aspect may derive job satisfaction. Unless he is artful, however, the people he serves will not profit as

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much. When he learns to perform professionally he will make his contribution to the field of personnel management.

Few companies have defined a philosophy to guide them in their employee relations. Many have no clear idea of the nature of personnel work, and often confuse it with welfare activities and various paternalistic practices.

Few personnel programs were established because some farsighted executive recognized the wisdom of treating employees with the same consideration generally accorded customers. Most personnel programs were emergency-created . . . some are still considered a luxury or expense, not expected to contribute much to the firm's cost-cutting or operating efficiency.

Too many personnel managers have not taken the trouble or time to become acquainted with the fundamental challenges inherent in their jobs. These include former supervisors, foremen, and others who came up through the ranks, some rewarded with promotions because of loyal performance elsewhere in the organizations, others actually demoted uphill in order to get them out of the way.

Here's a very good example. A man who attended last year's conference here was admitted because he had the title; whether he had the qualifications did not matter. He had been promoted two years before, after a failure as works manager, to fill the top level vacancy in industrial relations. After all, didn't he know the shop jobs . . . and the men . . . and the company? During his two years in the personnel office he actually acquired a working knowledge of the technical skills that were required. Yet today he is not only out of the company, but also out of the personnel field—a disappointment to himself because he lacked the necessary understanding of what he was expected to do. He did not see, much less capture, the unwritten challenge in his opportunity—that part of his assignment which was not detailed out for him by higher executives. Yet he was here last year to express personal opinions and thereby influence others . . . conscientious personnel people like yourselves who search for help in the exchange of ideas with fellow travelers.

There are many men like this one. Some appear to be doing all right too, in their particular circumstances. But am I too critical when I say of them that they have the know-how, but not the know-why? They possess a superficial knowledge of some of the procedures without the depth of understanding. Their programs vary widely . . . depending upon the fancies of top management executives who complain, on the one hand, about the ineffectiveness of personnel functions, yet, on the other hand, unwittingly dominate the entire personnel philosophy.

These people, and others in the field of personnel management, can be happy and successful if they recognize that they have a responsibility beyond trying to impress officials in whose hands their personal job destiny is centered. To fulfill their obligation they cannot be just the administrators of everybody else's ideas, some sound, some untried. They would be wiser to build a program which reflects the character and personality of the work force.

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However personnel administration is defined, it is not only techniques or procedures. These are merely the paraphernalia of the personnel administrator. The significance of employee relations goes much deeper. It embodies the motives and methods of dealing with and organizing people of all levels at their places of work in order to get them to give and accomplish the best that is in them while at the same time getting the maximum degree of personal satisfaction.

That's a man-sized order in anybody's book. And it goes far beyond the mere development of methods.

It means that if this is a correct appraisal of our total opportunity then it becomes obvious that many people practicing in the field of personnel have not yet "received the call." Therefore our primary responsibility is to try to understand this philosophy ourselves, to prove its effectiveness in our companies, and then to spread the gospel to others in the field.

What is this philosophy? Maybe I can explain it with an illustration. Many young pine trees were recently planted in their particular forest. A few have already disappeared, but most are struggling valiantly. Here is one almost covered over with dead weeds. We must let in the sun to give it a new chance. Here is another that is being choked by a large vine. Again we must come to the rescue. Some are lifting their tiny arms into the sunlight free from hindrance. All are trying. This is the glory of creation—all are trying. Man's function here is to help bring order and overall progress out of aimless growth and blind competition.

The human garden is in very much the same condition. Most people either want to grow and don't quite know how, or they are struggling with a handicap which they themselves don't know how to eliminate. This is where we come in.

To me, that's the kind of professionalization which offers hope to personnel management.

At the outset I mentioned that I would ask you what you are doing to raise the level of personnel performance by telling you what I am trying to do in my small way.

To state it briefly, I can say that I am gradually devoting less time on facts and more time on perspective. Let me give you a few examples. When it comes to Merit Rating, I am no longer concerned about the form this takes, but I am concerned about how we use it, as for instance, in conducting periodic face-to-face conversations with our associates. When it comes to wage administration, I'm trying to change the concept of "a fair day's pay for a fair day's work" to "better-than-average pay for better-than-average work."

Every personnel staff is saddled with certain nuisance chores . . . and our pet peeve is selling postage stamps. Because this was always a bother we recently changed the procedure and no longer is a personnel clerk tied up for an hour each morning while she waits on employees, handing out stamps and making change. Now we set the box of stamps and the change on a desk with a sign "Serve Yourself." Sure, we eliminated some of the nuisance of interruptions and you might say we improved the procedure. But what we really did was introduce

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the element of confidence in our people who now get the feeling that we consider them good enough to be trusted. Their reaction was immediate.

This simple illustration helped to improve employee relations in one company, but it does nothing for the personnel field at large until it is related and evaluated. Therefore, any significant progress in personnel management, or any headway toward professionalization, if that be desirable, will not come out of your office or mine any more than notable medical discoveries come out of any one doctor's office. He is too busy treating patients just as we are too preoccupied with putting out fires in our own shops.

Medical advances come from the clinical laboratory. Personnel progress will come from similar detached areas. Conferences like this, where individuals seek inspiration and direction, will bring about improvements. Associations and clubs get personnel people better acquainted and facilitate the exchange of ideas. And of course, the university can explore and evaluate local, regional, and national practices and trends independently to arrive at objective conclusions and recommendations. I am interested in cooperating with agencies of this type in the hope of advancing the work of personnel for the good of all.

What I've been able to do so far is introduce to people like you the notion that there is so much more to personnel administration than the development of methods and procedures with which most personnel practitioners are presently preoccupied. In this respect I appeal to you to try to understand that I pretend not to be the authority. I do not impose my ideas upon you. Instead, in exposing you to my philosophy I am testing it on you.

You see, you are more important to me than I can possibly be to you. This conference will be worthwhile for me because, in addition to anything else I may learn, I will take back with me your reactions to my ideas.

I am just a student of personnel, who will be sitting among you for the remainder of this conference trying to broaden my knowledge and understanding of personnel work by listening to people who are really qualified to address you. All I've learned so far, after years in this work, is that the more we know about personnel the more we discover how little we know. And each step up the ladder of success opens up a loftier viewpoint and broader horizon. But as I started to say, I'm going around asking questions . . . wondering why we in personnel insist upon complicating personnel administration with so many expensive and involved scientific approaches . . . to the extent that we overlook the obvious simple truths of human behavior.

For I am convinced that it is the calling of personnel men not so much to preach new truths but to rescue from oblivion those old truths which it is our wisdom to remember, but our weakness to forget.

Specifically, what I've done is put into manuscript form some of these ideas in a paper called "Personnel Administration is a Way of Life." In the preparation of this paper, I asked several of my friends in this business to read it with a view toward improving it. Among

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them was Bob Peterson who apparently was sufficiently impressed, or at least intrigued, that he asked me to keynote this conference on that theme. The introduction to this manuscript was published by the Dartnell Corporation about a year ago and distributed to top executives in 2,500 companies through the country. The entire manuscript is at present in the hands of an Eastern publisher who requested it, and the editor is reviewing it now.

To give you some idea of how this theme of a Way of Life is developed, may I read you one section picked more or less at random. This one is entitled "Personnel Administration is Leadership." Why leadership? Originally the only factor of motivation was fear; which has since been discarded. At present it is external rewards; which we now realize are not effective. In the future it will be leadership. Here is the section on leadership as it appears in this comprehensive manuscript:

There are two kinds of people in the field of personnel administration. One is the follower, the other is the leader.

The follower observes what others are doing, accepts what is common practice, and determines minimum action necessary to keep abreast of competitors. These are the characteristics of people going nowhere.

It is the leader who provides inspiration and encouragement. Companies that are sincere about trying to understand and utilize the human element in their business should assign their personnel responsibilities to a leader, someone who is capable of original thinking.

Today's operations are established. It doesn't take much ability to follow in the footsteps of an existing course or pattern. A practical man often continues to practice the prejudices of his predecessors. What is needed is less hindsight, more foresight.

Anyone can be ordinary. Few are extraordinary . . . although many can be who try. Actually the creative personnel administrator has very little competition. The reason people don't do more creative thinking is simply that routine thinking is easier.

As a complement to resourceful thinking the leader needs courage. To be head and shoulders above the crowd the personnel director must be willing to stick his neck out for desirable goals. It is not enough to stand for something; he must also move.

Personnel administration is not effective when confined to one central office or one selected staff. It must be accomplished by everyone in the organization who has dealings with others . . . as a part of every such personnel relationship. Hence, successful personnel administrators are those who can help develop others, the foremen or supervisors, to be good personnel people. The personnel director, therefore, must be a real leader, must not try to attract duties unto himself, but must inspire, teach, train, and motivate others to meet and solve personnel problems at their source.

By virtue of his position in the organization the personnel director often has considerable authority, or at least prestige. It is fortunate, indeed, when the personnel officer is given proper recognition on the management team . . . otherwise he is handicapped before he begins.

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A good personnel director, however, never relies upon his position for the accomplishment of his program of good through employees. He cannot succeed, any more than others can, by superimposing his will upon people. Good employee relations cannot be legislated.

In cooperating in the development of supervisors he should attempt to help others help themselves. He should try to wake up, not make up, their minds. Then if he is sincere and right with an idea he wishes to see installed, he will be content to see it realized, not concerned about who gets the credit.

It has been discovered at great cost that leaders in any field of endeavor are not trained in centralized schools but in these training schools are simply exposed to minimum essentials. They develop into the highest type of leaders only under the patient and understanding guidance of other leaders.

An executive has been defined as any supervisor in any organization who possesses the courage to dream, the ability to organize, and the strength to execute. This also applies to personnel executives.

Personnel administration is certainly beyond the infancy stage. But it is a long way from being grown up.

It is in its adolescent period . . . and, like most adolescent youths, it isn't quite sure what it wants to be.

What is needed is for more personnel managers to rise to their opportunity and lead personnel administration out of the wilderness of uncertainty.

Some men stand out as leaders in the field of personnel and industrial relations. They are conspicuous because they are so few. But the reason they are standouts is that they have made a contribution. This could not have been possible had they been followers. They are the successes of today because they are leaders, capable of thinking for themselves, unashamed to dream, clear in their understanding of human motivation, always eager to learn, and willing to live by their convictions.

Followers sometimes duplicate the mistakes of the past, and thereby further complicate the present. Leaders, on the other hand, use the experiences of the present as stepping-stones to set the sights for the clear road ahead.

The challenge to personnel directors is the invitation to leadership, not only in the field of personnel administration but in the entire area of industrial management.

That's the section on Leadership. Other sections of this rather ambitious project deal with Planning, Research, Challenge, Vision, Humanistics, Attitude, Humility, and other important aspects of overall personnel administration. As far as I am personally moved, I believe that the strongest of these is Humility . . . and that this one quality is the real key to personal success in personnel work. Many of our problem situations may not conform to the obvious laws of the natural world. But their solution may be within easy grasp in the spiritual laws, which also exert an impelling force in the universe.

Our willingness to submerge our own personality in deference to a higher authority is the invisible means of support which we can call

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upon when human wisdom proves inadequate. Every personnel director ought to plan his program in a spirit of true humility, in which he places himself not as the designer but as an instrument in a greater plan.

Well, I could go on, but by now you must get the idea that I have a proper respect for personnel techniques and methods, the tools of our trade. But I don't think we can stop there. Those of us who do stop there are specialists, and many are very excellent specialists.

But if we want professional status, which may place us in executive positions, then we must go further. We must concern ourselves with the use of these tools, or to put it another way, with the significance of our techniques on people. For we must never lose sight of the fact that our workers are not only trying to make a living but also a life. And for that they need more than our paychecks. In addition to increasing their material wealth, they seek constantly to increase their social wealth, their cultural wealth, and their spiritual wealth.

Since business affords the principal means whereby individuals may gain the satisfaction of accomplishing something more than merely sustaining their own lives, it becomes incumbent upon us that every time we develop or improve a personnel technique we think of its effect on people.

When we reach that point in our personnel thinking then we will no longer be concerned about ways of getting professional recognition. Then we will have accomplished it.

To summarize, may I repeat that comparing professionalization of personnel with the established professions is like comparing the early aeroplanes with present day jet airplanes. We're just not in the same league yet. If we compare ourselves with the professions as they struggled in their early days, we don't show up so badly.

Instead of talking up professionalization we would do better to raise the level of our performance. Attempts on the part of local and national associations to declare personnel administrators professional men are futile, for we cannot accomplish this by decree. If we would work toward developing a philosophy of what personnel administration is all about we will increase our effectiveness, and thereby enhance our stature, and the struggle for professionalization will no longer exist . . . for we will have arrived there.

I am grateful to you for the privilege of testing my ideas on you who are the practitioners. I hope I've put a few ideas into your notebooks . . . so you may review them at your leisure later on. Even more so I hope I have put a few ideas into your heads . . . so that you may draw on them in your daily work. But most of all I hope that I've put a few ideas into your hearts . . . so that whether personnel administration ever becomes a profession, you and I can at least conduct ourselves in a professional manner.

For the latest improvements come from the brain, but every good and worthy impulse comes from the heart.

MERIT RATING OF NON-PROFESSIONAL EMPLOYEES AS SEEN BY THE RATER

Jack F. Culley

Director of the Bureau of Labor and Management
State University of Iowa

A large Eastern university decided to review its merit-rating program for non-professional employees. As part of its review, it wanted to learn something of the views held by department heads and administrative officials who served as raters in each of the colleges, schools, and experimental stations that make up the university. This article is a brief summary of the results of that inquiry and of the recommendations that grew out of it.

In interviewing the raters it was found that there was almost universal agreement that the performance of non-professional employees should be reviewed at least once a year. There was, however, no general agreement as to how this should be done. One group favored the idea of a duplicate rating sheet; the original to be completed by the immediate supervisor, the copy by the employee; the results to be compared by the supervisor and differences discussed with the employee. Another group felt that a simplified form similar in content to the one then in use, but prepared as a single sheet and printed rather than mimeographed would be the best solution. A few favored the anecdotal type of rating report. Many of those interviewed felt that almost any type of form could be used successfully if a third person were employed to assist all departments in preparing the rating sheets.

Most of those interviewed seemed to believe that little or no real use was being made of the ratings. They thought that both supervisors and employees would consider merit ratings more favorably if they could see some tangible results of the ratings. The use of ratings at budget hearings seemed to be widely known, as it was often mentioned as the one use the rater knew that was made of the ratings. Many felt that if this was to be the only use of the rating, a simple "satisfactory" or "unsatisfactory" rating report would be sufficient.

The majority felt that annual increments should be tied in with merit rating. Some, however, felt that such increases should be automatic for all employees retained on the payroll. Only a few favored the idea of a cut-off point or percentage who would be eligible for increases in any one year.

A rating period schedule just before the time when employees are to be recommended for salary increases was favored by most. However, a few felt that this unduly influenced the raters in favor of the employees and suggested scheduling the rating period for some more "normal" time.

The suggested manner of scoring the ratings varied from having just two grades, "Outstanding" and "Unsatisfactory" (those in between not being reported), to a system of periodic anecdotal reports which would be evaluated once a year by a committee representing all the schools. Despite differences in method, it was generally agreed that

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the rating results should be expressed in brief, comparable terms regardless of whether they are numerical scores like 70, 80, and 90, or verbal designations such as "above average," "average," or "below average."

It was agreed that it would be difficult to do an effective job of training professional people as raters. On the other hand, it was felt that such training is a necessity if the ratings are to be comparable enough to justify their use in personnel actions.

There was general, though not universal, agreement that the ratings should be reviewed by the head of the department. The advocates of this procedure felt that it would insure a greater degree of comparability in the ratings since those completed by overly strict or overly lenient raters could easily be discovered and adjusted. Those opposed claimed that very few department heads know all the persons being rated and, hence, should not be required to review the ratings. Most of those interviewed felt that the employee should know how he was rated, the method of notifying the employee being left to the discretion of the supervisor.

On the basis of the foregoing and other comments, a number of recommendations were prepared for the consideration of the faculty committee reviewing the university's rating program. Some of the more significant recommendations are described in the following paragraphs.

1. Develop Standards of Performance.

Merit ratings should be based on standards of performance if they are to be more than expressions of opinion on the part of the raters. Each position should have its own standard based upon the specific tasks that are performed by the employee rather than on efficiency rating elements or general responsibilities. The job of writing them should be a joint undertaking of the supervisor and of the employee, the standard as finally evolved being understood and being accepted as reasonable by both. The cooperative listing of tasks often reveals some for which no clear understanding of responsibility had been reached before and which can now be settled. The result is a standard of *satisfactory* performance which may be used in rating the employee. The word "satisfactory" is underscored because it is satisfactory performance, not ideal performance or the minimum acceptable, that is being defined.

2. Use a Simplified Rating Form.

Until such time as standards of performance can be written, a simplified, one-page rating form should be devised to replace multi-page forms. If you are going to rate without the objectivity of performance standards, it is questionable whether any system would actually serve the purpose claimed for it. Further, the longer and more complex the form the more training required to adequately prepare the rater. It was the candid opinion of the professional people interviewed that any training program involving professional people would have considerable apathy to overcome, in addition to the usual diffi-

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culties involved in getting such a group together. Until such time as an effective training program for raters can be undertaken, it might be well to employ a simplified rating form requiring a minimum of training of the raters.

3. Relate Annual Increments to Merit-Rating Results.

It is the common practice of the federal service and of private industry to relate annual increments to the results of merit rating. A similar policy should be followed by colleges with increases to the top of the grade being permitted for above average ratings, and to the middle of the grade for average ratings. If such a policy is adopted, adequate protection must be offered the employee in the form of a well-publicized appeals procedure.

4. Rate Probationary Employees.

New employees should be rated at the end of the 4th, 8th, and 12th week of their three months' probationary period. This should be a very simple card form sent out from the central personnel office. This would catch the unsatisfactory employees before they are "blanketed in" as regular employees.

5. Provide Automatic Increments for New Employees.

All new employees should be given an automatic increment on the satisfactory completion of their probationary period. It is believed that the morale value of this action would outweigh its cost.

6. Prepare a Booklet on the Merit Rating Program.

A booklet should be prepared describing the merit-rating system in some detail. Explain why, how, and by whom ratings are made, and how the appeals system functions. Every rater and employee should receive a copy of this booklet. It would be worthwhile illustrating the booklet and having it printed. Color should be used if at all possible. The preparation of a quality booklet is one way of demonstrating the administration's belief in the value of its merit-rating system.

GRAPHIC ANALYSIS OF LABORATORY TECHNICIAN POSITIONS

Lewis B. Perry, Jr.

Personnel Officer

University of California Medical Center, San Francisco

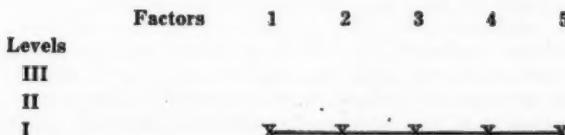
The University of California Personnel Office, as a part of a recent classification staff training effort, has developed an additional technique for understanding the classification of laboratory technician positions. We call this technique graphical analysis. It does not add anything new to the theory of classification but is merely a symbolic method of representing job analysis in this series of classes.

The general statement of classification principles and allocation factors that are used at the University of California was published in CUPA NEWS in 1951 in a series of articles. This basic information is not repeated in detail here. The five allocation factors, as previously defined, are:

- Factor 1:** Supervision exercised over the position
- Factor 2:** Kind and degree of originality of the innovative aspects of the work
- Factor 3:** Variety of the work
- Factor 4:** Skill requirements inherent in the performance of a particular method or procedure
- Factor 5:** Laboratory management responsibilities, including responsibility for the work of others

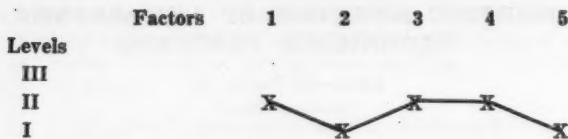
These factors are used in distinguishing levels of difficulty and responsibility in the three-level series, Laboratory Technician (Level I), Senior Laboratory Technician (Level II), and Principal Laboratory Technician (Level III). Any given position, after classification review and analysis, can be charted to give a "profile", which summarizes the important classification information about the position and permits ready comparison with other positions.

A typical profile or graph for an entry level position is shown below:

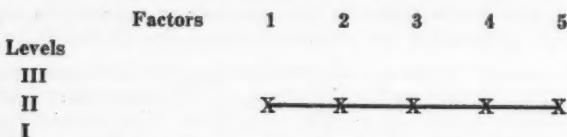


This simple graph depicts, for example, a recent college graduate in one of the laboratory sciences beginning work at a fairly uniform level across all factors. However, after one or two years, depending on his job assignment, on his supervisor, and on his own ability, his position may have developed to a more responsible journeyman level:

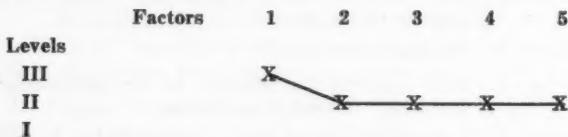
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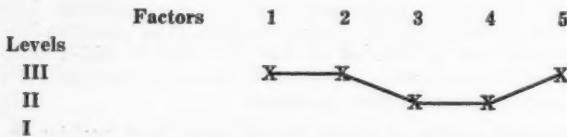
This is only one of a large number of possible combinations of factor levels for the Senior classification. Giving equal weight to each factor, we classify the position at Level II if 3 out of 5 factors are at Level II. Another obvious combination for the Senior class is:



However, not all Senior level positions are so "pure", to say the least, as this "straight line" example. Some may contain Level III elements and still be classified at Level II, as for example:



By their very definitions, Factors 3 and 4 are not ordinarily found above Level II. So the graph of a typical Principal position is as follows:



The decisive factors are 1, 2, and 5. Allocation of two out of these three to Level III justifies a Principal classification.

This brief description of graphical analysis does not cover all of the problems connected with its use. There are many interesting combinations of factor levels that one can conceive to test its value. Some of these are so unlikely, from a practical point of view, as to be dismissed from consideration, even though hypothetically possible. There may be others, especially border-line situations, in which the chart does not depict what a reasonable, over-all classification of the particular position should be. Despite these pitfalls, graphical analysis has proved to be a helpful training method for new classification analysts and a short-cut method for visualizing job comparisons by experienced analysts.

REPORT ON SURVEY OF COLLEGE AND UNIVERSITY RETIREMENT PROGRAMS

Roy V. Loudon, Jr.

Information and Retirement Officer
The University of Nebraska

The purpose of this survey is to compare the retirement programs of other colleges and universities to determine whether the tabulated plans, in their varying degrees of benefit, are state controlled or purchased from commercial companies, and to examine the retirement age of sixty-five in the light of the emphasis placed upon that age by Federal Social Security. Other factors to be considered are the contribution of the employee toward his retirement and the funding of the program. Other information considered necessary to the survey was the amount contributed to the retirement annuity and the amount of the annuity at retirement. Whether the individual has a choice of a "joint and survivor" option was another question asked in the survey. Retirement plans were also examined to determine whether retirement could be obtained prior to retirement age because of mental or physical disability.

There are three avenues of retirement security open to college staff members:

1. Their college or university retirement plan. (If there is one available to the employee)
2. Social Security benefits (if Social Security is available to the employee) to provide a subsistence minimum level.
3. Private savings.

Industry provides these three avenues almost as a matter of course. Colleges and universities have, in the past, been slow to yield to the pressures of industry in formulating retirement plans. Social Security has not been available to colleges and universities until very recently, and salaries of college and university personnel have not been sufficient to provide a large savings program.

Twenty colleges and universities were surveyed to determine retirement policies prevalent in these institutions. All but two of these colleges and universities have retirement systems in operation. One of the two having no system is working on a plan and expects to have it in operation shortly. The retirement plans of eleven of the eighteen schools are state controlled. The other seven retirement plans are purchased from private companies.

Fourteen of the eighteen retirement plans covered in the survey are contributory, with the staff member making contributions from his salary toward retirement. These contributions are all made on a percentage of salary basis and range from three per cent to seven and one-half per cent of salary. In cases of a contributory program, the college or university has matched or exceeded these contributions by a higher percentage. Each of these contributory plans is funded.

Five of the eighteen retirement plans require no contribution to be made by the staff member. One of these schools has a funded system

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into which the state deposits funds annually. The other four institutions meet pension commitments from their budget. Information from one university was not explicit as to whether their retirement system was contributory or non-contributory, or funded or unfunded.

Seven colleges and universities have mandatory retirement at age sixty-five. Four institutions use sixty-eight as their retirement age, while seven use age seventy for retirement. Two schools did not list a retirement age. Ten schools have a maximum amount which is to be received at retirement. This maximum varies from \$1800 per year to \$4500 per year. Eight of these ten schools that have a maximum amount have state controlled plans. The average maximum amount for the ten schools is \$3000. The other eight schools having retirement plans do not have a maximum amount. The amount of the annuity depends upon the number of years in the plan and the amount contributed.

Only two schools do not allow an election as to the type of annuity the staff member desires at retirement. Sixteen retirement plans allow the staff member to choose either a "joint and survivor" annuity, (payments made until both employee and spouse are deceased), or a "single-life" annuity, (payments made only during the lifetime of the employee). The two schools that do not offer a choice of plans pay the annuity on a "single life" basis.

All of the state controlled retirement plans make provisions for disability retirement. In all eleven institutions, retirement is granted for mental or physical disability. None of the retirement plans that are underwritten by commercial companies have a disability feature. Sixteen of the twenty schools surveyed in this study are under Federal Social Security.

From the statistics revealed in the above research, the ideal retirement plan would be one where a choice is granted as to whether the annuity would be paid on a "joint and survivor" basis or a "single life" basis. The ideal plan should provide for disability retirement, be state controlled, and be contributory. The average retirement age should probably be sixty-eight. The amount of retirement annuity should have a maximum of \$3000, but should be augmented by Federal Social Security. The retirement plan should be funded.

Institutions included in this survey were: Colorado State College, University of Colorado, University of Denver, University of Illinois, Iowa State College, State University of Iowa, Kansas State College, University of Kansas, Michigan State University, University of Michigan, University of Minnesota, University of Missouri, University of North Dakota, University of Oklahoma, University of Omaha, Pennsylvania State University, University of Pennsylvania, South Dakota State College, University of Texas, and University of Wisconsin.

ARE YOU PLANNING ORIENTATION AND REFRESHER MEETINGS?

For a number of years the University of Omaha has carried on orientation and refresher series for their non-instructional employees with excellent results. Since CUPA members may be thinking along these lines for similar activities in their own institutions, we are reprinting some of the work materials from the University of Omaha, which were sent to us by Mr. Richard Debus, Director of Staff Personnel, and which will be helpful to those contemplating similar programs, as well as providing ideas for those who have established programs.—Ed.

THE UNIVERSITY OF OMAHA OMAHA, NEBRASKA

PLANNING THE ORIENTATION AND REFRESHER SERIES OF MEETINGS FOR EMPLOYEES

1. Outline of course topics and specific assignments by the chairman and section leaders.
2. Personal, written invitations to deans and department heads who are being asked to participate, on November 30, 1955. These invitations should contain all details of what is expected.
3. Discussion of the objectives and the general plan for the series by the President and the director of staff personnel, at a general meeting of all lecturers several weeks before the series is to be started. (Dec. 2) Invitations to this meeting sent out by the President.
4. Personal written invitations to employees on December 5, 1955.
5. The series should be discussed in the President's administrative council meeting before first session. Most of this group will be used as participants.
6. Gateway and local newspaper publicity just prior to the first session to give employees the feeling of "worthwhileness."
7. The series should be started off with a breakfast. That meeting should be the President's party, where he inspires the group with his philosophy, his dreams, and his basic institutional objectives and policies.
8. Reminder notice to all participating employees four days before series begins, then another to each participating lecturer the day before his assignment.
9. Miscellaneous Planning Decisions 1955
 - a. Invite all non-faculty employees who have been added since January 1, 1953. (No orientation series was held last year.)
 - b. Do not limit invitations to employees of the past 24 months. Include all who wish to attend this year. This should probably be done every 3 or 4 years.
 - c. Lock all offices that are without personnel while meetings are held.
 - d. Require attendance slips at every meeting. Send tabulated roll

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to President, to chairman, and to section leaders after every meeting. Let all employees know in advance that this is being done.

- e. Ask employees to take notes and add them to their own Employee Manual.
- f. Ask all lecturers to provide outlines (or copies of their talks) before December 10, 1955.
- g. Use a few lecturers from outside the University (business men.)
- h. Encourage department heads to present their own stories and to not delegate this job. (The objectives of the department, and the procedures that are of interest to other employees of the University.) Let's try it this year without "skits."

SENT TO ALL LECTURERS
THE UNIVERSITY OF OMAHA
Omaha, Nebraska

November 30, 1955

Chairman

Department

Subject: 1955 Series of Orientation and Refresher Classes for Non-Instructional Employees

As you know, the University of Omaha has been following a rather unique plan of employee-communication for several years. One part of our personnel-orientation program is a series of employee classes at which attendance is compulsory for all who have joined the non-instructional staff during the previous 12 months.

The purpose of the annual series is to enable these employees to get better acquainted with each other; to let them meet and become personally acquainted with the President, with the academic deans and with academic and administrative department heads; and to provide a method by which employees can learn the dreams and objectives of each of these leaders of the University. It is our belief that if employees know what the institution and its leaders are "shooting for" educationally, and can be shown where they, individually, fit into the picture, they will get more enjoyment out of their work and will actually do a better job.

This year's series will be held December 12 through December 23. A detailed schedule is enclosed.

President Bail has asked me to invite you to the breakfast meeting at 8:00 A.M. on December 12, 1955, in the Faculty Club Room. He has also asked that I invite you to speak to the group on

Day _____ Date _____ Hour _____

Subject _____

Length of time: One-half hour only

Place: Main Building, Faculty Club Room

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When you speak, we hope you will introduce the employees of your department to the entire class and, of course, tell the group where your department is located. Please tell them what your department does and as much of the why and HOW, as possible.

Remember that it is important to explain in some detail your departmental objectives, and also to tell how your department **and your employees** contribute to the over-all educational program of the University. It is very important to use "lay" language so that the employees of other departments can really understand, and so that they, individually, can work with your department to the best advantage, for their bosses and for other members of their staff.

We will sincerely appreciate it if each department head will present his own story. And we would like very much to try the series this year without any skits. We are very anxious for the department or division head and the deans to explain their objectives and their procedures.

Will you please jot down your acceptance of this assignment on the enclosed carbon copy of this memo, and return it to me at once?

Sincerely,
Charles Hoff
Vice President

P.S. Will you please give Mr. Debus an outline of your presentation by December 10, 1955. This will be duplicated and added to the Employee Manual which will be distributed at the beginning of the series. This will enable the staff personnel to take more accurate notes and to keep a permanent record of your contribution. It will also assist them in asking more intelligent questions.

SENT TO ALL WHO WILL LISTEN

THE UNIVERSITY OF OMAHA
Omaha, Nebraska

December 5, 1955

Memorandum to _____

Department

Subject: Employee Meetings

President Bail has asked that I invite you to have breakfast with him and a few of the administrative officers of the University on Monday morning, December 12, at 8:00 a.m., in the Faculty Club Room. Purpose of the breakfast will be three-fold: to serve as a get-acquainted party for new and "old" employees; to open the annual series of orientation and "refresher" classes for non-instructional employees; and to give the President an opportunity to explain general University policies to new employees. He also wants to review some of the basic goals and objectives of the University, for the benefit of everyone — even the administrators who will be present.

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1955 SERIES OF ORIENTATION AND "REFRESHER" MEETINGS

General Chairman: Charles Holt, Vice President — Business Management

"Academic and Guidance" Section

One-half Hour

"Business and Other Non-Instructional" Section

Subject and Speaker

Mr. Donald Pflester

Section Leader

Session Number
Date and Hour

PROPOSED SCHEDULE FOR THE 1955 SERIES OF EMPLOYEES' ORIENTATION CLASSES

"His Philosophy, Objectives and Dreams"

Legal Authority and Adm. Org.

Mr. Hoff

Budget Preparation and control

Mr. Keefer

Registration

Miss Smith

Cashiering

Mrs. Titell

Purchasing

Mr. Barrow

Auxiliary Enterprises

Mr. Debus

Bus. Met. Student Activities

Mr. Hoff

Staff Personnel

Mr. Debus

Bridge & Grub Maintenance

Mr. Aust

University Hostess

Mrs. Engle

	Title	Speaker	Subject
(1)	Monday, 8:00 a.m. December 12	The University Library The Miss Lord	"His Philosophy, Objectives and Dreams"
(2)	Tuesday, 9:00 a.m. December 13	College of Liberal Arts Dean Thompson	Legal Authority and Adm. Org.
(3)	Wednesday, 9:00 a.m. December 14	College of Applied Arts Dean Helmstadter	Budget Preparation and control
(4)	Thursday, 9:00 a.m. December 15	College of Education Dean Gorman	Registration
(5)	Friday, 9:00 a.m. December 16	College of Business Admin. Dean Lucas	Miss Smith
(6)	Monday, 9:00 a.m. December 19	College of Adult Education Dean Emery	Cashiering
(7)	Monday, 2:00 p.m. December 19	Student Personnel Dean MacGregor	Mrs. Titell
(8)	Tuesday, 9:00 a.m. December 20	Testing and Counseling Dr. Olson	Purchasing
(9)	Tuesday, 2:00 p.m. December 20	Student Placement Services Teacher Mr. Woods and Mr. Porterfield	Mr. Barrow
(10)	Wednesday, 9:00 a.m. December 21	Student Placement Services Teacher Mr. Woods and Mr. Porterfield	Auxiliary Enterprises
(11)	Wednesday, 2:00 p.m. December 21	Divisions of: Technological Institutes Retailing Mr. Williams and Mr. Davison	Mr. Debus
(12)	Thursday, 9:00 a.m. December 22	Offutt Air Force Base Program Offutt Mr. Nolte	Bus. Met. Student Activities
(13)	Thursday, 2:00 p.m. December 22	Geography — our new department Dr. Thomas	Mr. Hoff
(14)	Friday, 9:00 a.m. December 23	The Humanities Dr. Payne	Staff Personnel

	Title	Speaker	Subject
(1)	Public Relations Mr. McGranahan	The Architect Mr. Latenser	Bridge & Grub Maintenance
(2)	The FUN of Community Responsibility Mr. Al Sorenson, President Omaha Chamber of Commerce	The FUN of Community Responsibility Mr. Al Sorenson, President Omaha Chamber of Commerce	Mr. Aust

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The "series" referred to above consists of a total of 15 one-hour classes. They will be held daily in the Faculty Club Room, beginning Tuesday morning at 9:00 a.m. All persons are expected to report for duty at their regular offices at 8:00 a.m., as usual.

Purpose of these classes, which are listed by topics on the enclosed sheet, (see page 22) is to familiarize you with the entire University and all of its departments. The President has asked all officers whose sole employees are in attendance, to close during the sessions so that every non-instructional employee may attend every meeting.

Please talk this over with your department head at once and return the enclosed registration card to my secretary in Room 238 by Thursday, December 8, indicating your plans. (x in the blanks.) We want to have plenty of food on Monday morning, and plenty of chairs on other days!

If you register for this course, please plan to attend the entire series — not just a few selected lectures. Attendance is compulsory (on University time) if a "C" appears in the upper right-hand corner of this letter. If an "E" appears, it means that you have been here several years and are not compelled to attend, but may elect to (on University time) if you wish.

Sincerely,
Richard Debus
Director of Staff Personnel

SENT TO LECTURERS AND TO THOSE ATTENDING THE UNIVERSITY OF OMAHA Omaha, Nebraska

December 8, 1955

To:

From: Richard Debus
Director of Staff Personnel

This is a reminder that President Bail is expecting the pleasure of your company at breakfast on Monday morning, December 12, 1955, at 8:00 A.M. in the Faculty Club Room.

On Tuesday morning, December 13, at 9:00 A.M., the orientation and refresher classes will begin in the same room. I am sure you will find these classes informative and personally valuable in your work.

SENT WITH LETTER TO THOSE ATTENDING "MY EMPLOYEE MANUAL"

Each person attending the series will be given a three-ring notebook, in which will be placed a mimeographed outline of each lecture to be presented during the series. These should assist the "class" in taking notes. The notebook should also be used for filing all the materials

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handed out during the course, plus the Handbook of Information already provided on September 1, 1955.

It is suggested that each person who attends this series of meetings keep detailed notes, and add them to his reference manual of information about the University of Omaha and his job. To every individual, his final notebook should be "My Employee Manual." It should not be bulky, but should be complete and carefully indexed, in order that information can be found quickly when needed. Notebooks may include personal comments, appropriate newspaper and magazine clippings, cartoons, and anything that might help an employee in his or her work at the University of Omaha.

Our Secretary, Miss Jones By Nadine Hall



Has my magazine come this month, Miss Jones?



What do you think of these jokes I put in my speech, Miss Jones?



My Dictaphone seems to be broken, Miss Jones!



Are you ready now for dictation, Miss Jones?



Would you mind doing a little more copy work, Miss Jones?



Do you like candy, Miss Jones?



Miss Jones, did you make those three extra copies I asked for?



Are you busy, Miss Jones?



Make that 10 copies instead of eight, will you, Miss Jones?



I hope you haven't typed that 20-page report yet, Miss Jones. We won't need it.



Are you unhappy about something, Miss Jones?



How do you spell "torque," Miss Jones?



Miss Jones, would you mind working a little overtime tonight?



"Miss Jones would be glad to type it up for you!"



Er—in case my wife calls, Miss Jones, you might mention that I worked last night.



What did you want to see me about, Miss Jones?



You may take the rest of the day off, Miss Jones!

NEWS, NOTES, AND QUOTES

California's New Long-Term Periodic Pay Increase Policy

On October 14 The Regents of the University of California adopted the following periodic pay increase policy for nonacademic employees:

1. That salary scales and increases be not determined hereafter solely upon the basis of the State scale and the findings of the State Personnel Board, but upon these and wider considerations;
2. That salary increases within the scales approved by The Regents be given annually on the basis of satisfactory service to all non-union nonacademic employees with salaries at or below \$350 per month, and that employees in this group be eligible for a one step increase following the first six months of employment;
3. That the salary increases of all nonacademic employees above the level specified in (2) be determined on a true merit basis, the procedure for determining merit to be as follows:
 - a For each employee, his immediate supervisor shall recommend:
 - (1) continuance of existing salary, or
 - (2) a merit increase in salary, perhaps including higher classification, or
 - (3) transfer to other work, if the employee has desirable qualities but is miscast in his assignment, or
 - (4) dismissal
 - b. The recommendations under (2) shall be reviewed by a committee consisting of the head of the general division in which the employee works (Dean of a College, Director of a Laboratory, et al), a representative of the Business Office (Business Manager of a campus, Vice President—Business Affairs, et al), and a representative of the Personnel Office.
 - c. The employee's right of appeal from an adverse decision shall be limited to one appeal to the next higher budgetary authority (Chancellor, Provost, Director of a campus, et al).
 - d. The individual increases under subparagraph (2) above shall be limited, except in especially meritorious cases, to approximately ten per cent in amount, and shall be granted to no more than fifty per cent of the eligible employees in each large unit of the University (campus, State-wide office, etc.).

President Sproul approved the following interpretation of the periodic pay increase policy:

Nonacademic Employees Paid \$350 a Month or Less: For non-academic employees paid \$350 a month or less, the first six months is considered a period of probationary employment. Such employees who (1) have not received a salary increase other than range adjustments since employment or (2) who are currently at the minimum of the salary range and (3) whose service has been satisfactory, should be

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recommended for a one step (5%) salary increase effective the beginning of the month following completion of six months of continuous service at one-half time or more (but not before January 1, 1956).

Reclassifications or promotions involving a salary increase of 5% or more start a new period of eligibility for six months increase.

Certification as to satisfactory service should be indicated on the change in status form.

Employees Paid More Than \$350 Per Month: Pay increases for this group will continue to be processed on the basis of adjustments effective July 1 in accordance with the policy adopted by The Regents October 14. It is expected that 1956-57 roster instructions will include further detail concerning the implementation of this policy.

Vacation Plans For Secretaries and Maintenance Staff

A. G. Haussler, Vice-President, Bradley University, writes: "We are always talking about the many advantages of working on a college or university campus, so we have decided to do something about it other than conversation.

"This year's Christmas — New Year's vacation for staff members will begin at 5:00 p.m., Friday, December 23, 1955 and will end at 8:00 a.m., Tuesday, January 3, 1956. Adjustment of personnel will probably be necessary in some departments, and this will be left to the discretion of the department heads. This will definitely be necessary in the maintenance department. We have instructed our department heads to reimburse with later vacation, any employees who are deprived of any part of the holiday vacation.

At Thanksgiving time we not only gave the staff members Thanksgiving off, but also gave them Friday following Thanksgiving as an extra day of vacation. We are trying to be as liberal as possible on vacations, and feel that the employees will probably do a better job because of the lift in morale. Another thing we try to do is to notify our employees of these various vacations at least two months in advance of the vacation period so that they may be able to make their plans in advance."

Clerical Training Programs

The Personnel Department of the University of Nebraska recently instituted a new program for the training of clerical employees, according to Robert L. Clark, Personnel Assistant. The object of this program is to give the clerical employee hints and suggestions as to office procedures and techniques. This will be done through the use of films, speakers, and group discussions. Four of these programs during the year are planned. The first of this series was held in November and was most heartily accepted by all who attended, Mr. Clark reports.

A Seminar for Office Personnel was held at Bradley University during October and November. The SOP Committee sent the following letter to supervisors of office personnel:

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"The enclosed letter and program is being sent to the personnel in your office. We feel that the program being planned will benefit the university in general, each specific office, and the person as an individual.

"Won't you encourage your office personnel to attend? You are also invited to attend any or all sessions (except the dinner — that's for clerical personnel only). We would very much like to have you.

"If you have questions about the seminar, please contact any member of the Committee."

To the participants in the Seminar, the Committee sent the following letter:

"Hello! SOPS is here again. We hope your curiosity has been aroused by these initials by this time. Here it is — Seminar for Office Personnel.

"We feel it's time we learn to know each other — to know who is on the other end of the telephone line, or who the stranger is who just walked into the office. We've decided that a workshop for office personnel might do the trick. We could learn a little, play a little, eat a little, and socialize a lot.

"A terrific program has been outlined with good speakers, interesting topics, and a chance to meet your fellow secretaries. There will be an informal kick-off picnic (this one's on you), and four more formal sessions. The last one is a dinner (this time at university expense).

A printed program is enclosed. Won't you come and join the crowd? We'd like to meet you."

The program included a Kick-Off Picnic (an informal outing with plenty to eat), a talk on proper office attire, the do's and don't's of telephone etiquette, business correspondence, better grooming clinic, "down-to-earth" office hints and procedures, the showing of the film, "The Right Touch" (based on the theme that the secretary, a thinking person, who works with her head and heart, as well as with her hands, can make real contributions to the success of an office, and underlines both the opportunities and the rewards of successful secretaries).

The Seminar closed with an Appreciation Dinner sponsored by Bradley University for the personnel attending.

Position Opportunities

One of the larger educational institutions in CUPA is seeking an experienced financial promotion man, and is offering an adequate salary. Anyone interested should write immediately to Donald E. Dickason, Executive Secretary of the College and University Personnel Association, 809 South Wright Street, Champaign, Illinois.

A Director of Personnel is desired by an Eastern University to develop and direct all phases of a comprehensive personnel program. This is an unusual opportunity with salary commensurate with responsi-

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bility. Please direct inquiry with resume of qualifications in a sealed envelope to Donald E. Dickason, Executive Secretary of the College and University Personnel Association, 809 South Wright Street, Champaign, Illinois.

Indiana Personnel Office Moved

From the **Staff News** of Indiana University we learn that the Personnel Division staff are happily inhaling fresh paint fumes from the recently decorated walls of their new office quarters at 520 East Sixth Street, Bloomington.

One feature of the new building, not included in the old, is a two-story arrangement. Waiting room, reception, employment interviewing, and testing areas are provided for downstairs, while other offices are located on the second floor.

Among Ourselves

Joseph C. Scroggs, until recently a consultant to the Philippine government, began work as Director of Staff Personnel at Stanford University in December, and will be responsible for establishing and directing a personnel office for Stanford's nonacademic employees.

He will also administer pay and work regulations, and recruitment, classification, and labor relations policies. His office will deal with the non-teaching staff as well as handling health and security benefit regulations for all University employees.

A graduate of the University of Washington in 1935, Mr. Scroggs was with the Washington State Personnel Board in Seattle when he entered the Air Force in 1943.

He served as deputy chief of the Personnel Statistics Branch of the Office of Statistical Control in Washington, D. C., until his discharge in 1946, when he rejoined the Washington State Board.

In 1953 he was appointed consultant to the Philippine government and senior associate with L. J. Kroeger and Associates, management consulting firm, on an 18-month contract to modernize the pay practices and position classification system of the national government.

The survey covered 183,000 positions, including the University of the Philippines and the public school system.

John Gantz, formerly Director of Service Personnel, Purdue, has been named Executive Secretary, Clerical-Service Personnel Committee at that institution. Miss Marion Darr serves as Assistant Executive Secretary.

Kenneth R. Houghland, Business Manager, The Chicago Theological Seminary, is a new member of the Association.

Orie E. Myers, Jr., Director of Personnel, Emory University, has indicated that anyone wishing a copy of their newly revised "Personnel Policies and Procedures" manual may receive one by addressing your request to him at Emory University, Georgia.

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Quoting

"Can I Help It If My Letters Ain't Neat?"

or

Miss Jones Is From The Office Pool

Now Mary was, so said her buddies,
Not outstanding in her studies.
A whiz at softball, claimed her backers.
A natural for the Green Bay Packers.
At track events she triumphed breezily,
But spelling — that did not come easily.
For instance, "I" preceding "E"
She'd learn, then be confused by "C".
Her life became a fog of gloom.
Pondering over "who" and "whom."
Yet Mary turned her muscled back
On wrestling, golfing, field and track.
She didn't strike a happy balance;
Neglecting all her natural talents
She chose stenography — was duly
Assigned to help yours very truly.

— James Menzies Black

I Was Just Thinking

. . . Gertrude and Florence (Ederle and Chadwick, that is) have nothing on me.

I've fought my way through many a channel in my time. Nobody ever took my picture, though, and I never got greased.

Just browned off.

Maybe that's because of the channels I've encountered. Not English. Not Hellespont.

Red tape.

For example, I make a telephone call. I state my business. The voice says: "Just a moment. I'll refer you to Mr. Bricabrac, vice-president in charge."

Pause. I eat my lunch, repair my nails, pin up my pony tail.

"Mr. Bricabrac's office," says Voice Two.

I state my business.

"Mr. Bricabrac is engaged," says Voice Two. "Will you wait?"

I wait. The world moves. A worm is born, spins a chrysalis, emerges a moth.

"Bricabrac speaking," says Voice Three.

I state my business.

"That information is currently unavailable," says Bricabrac. "I'll call you back."

Flushed with triumph, I swoon.

Time passes. I fall in love a couple of times. I wear out a couple of pairs of shoes. A war is fought somewhere.

The telephone rings.

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"Mr. Bricabrac's office calling," says a voice. "One moment, please." A new highway is built past my office. A building is constructed. A tiny spider latches himself to the wrist holding the telephone and builds his dream house.

"Bricabrac speaking," a voice says. The tears of happiness roll down my cheeks.

"The information you wanted," he says.

"Yes," I gasp. "Oh, yes."

"Sorry," he says. "I should have let you know. It's too late now. May I buy you a cup of coffee instead?"

I don't know. The coffee might help. But my hand trembles these days.

I couldn't hold the cup.

— **Patty Johnson.** Reprinted, by permission, from **Family Weekly**, Sunday Supplement, October 16, 1955.

